# Unit Plan Template

Click on any descriptive text, than type your own.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Author** | | | | | | | |
| First and Last Name | | | | | Tiffany Reiter | | |
| School District | | | | | Menominee Indian School District | | |
| School Name | | | | | Menominee Indian High School | | |
| School City, State | | | | | Keshena, Wisconsin | | |
| **Unit Overview** | | | | | | | |
| **Unit Title** | | | | | | | |
| Julius Caesar | | | | | | | |
| **Unit Summary** | | | | | | | |
| Students will delve into the historical and political background of Shakespeare’s Julius Caesar. While reading the play, students will learn of and utilize figurative and poetic devices used in the play as well as the ability to analyze characters and motivations. Students will demonstrate knowledge by creating a character analysis paper along while using a graphic organizer and peer reviews. Students will be able to utilize the play to make connections to the modern day political arena by the broad range of the number of themes prevalent in the play. Lastly, students will be exposed to the evolution of the English language over the course of a few hundred years, as well as the influence Shakespeare has exerted. | | | | | | | |
| **Subject Area** | | | | | | | |
| English | | | | | | | |
| **Grade Level** | | | | | | | |
| Grades 9-12 | | | | | | | |
| **Approximate Time Needed** | | | | | | | |
| 6 Weeks | | | | | | | |
| **Unit Foundation** | | | | | | | |
| **Habits of Learning Taxonomy** | | | | | | | |
| Remembering, Understanding, Applying, Analyzing, Evaluating, Creating | | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | | |
| **Based upon Wisconsin State Standards and Benchmarks for English/Language Arts, Grade 12:**  A.12.2 Read, interpret, and critically analyze literature  A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience  A.12.4 Students will read to acquire information  B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes  B.12.2 Plan, revise, edit, and publish clear and effective writing  B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications  C.12.2 Listen to, discuss, and comprehend oral communications  C.12.3 Participate effectively in discussion  D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication  D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English  E.12.1 Use computers to acquire, organize, analyze, and communicate information  F.12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings | | | | | | | |
| **Student Objectives/Learning Outcomes** | | | | | | |
| **Students will:**   * Actively listen and participate in classroom discussions based upon questions posed by the instructor * Be able to recite, define and give examples of various figurative and poetic devices present in the play * Demonstrate understanding of the play’s themes by writing a paper on how character motivations (major themes) move the action of the play * Offer background knowledge that led to the opening of the play’s sequence * Be exposed to middle modern English employed by Shakespeare and become familiar with vocabulary associated with the play * Associate and offer comparisons of how themes in the play are still relevant to the current political realm * Describe plotline elements and describe how the play’s events fit in | | | | | | |
| **Curriculum-Framing Questions** | | | | | | |
|  | | **Essential Question** | | What are some essential human truths? | | |
|  | | **Unit Questions** | | Why is Shakespeare still relevant today?  What are some universal themes found in literature? | | |
|  | | **Content Questions** | | Can you give an example of alliteration from the Act I reading?  What are the reasons why Cassius objects to Julius being crowned emperor?  Who do you think is the most noble Roman? | | |
| **Assessment Plan** | | | | | | |
| **Assessment Timeline** | | | | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | **Before project work begins** | **Students work on projects and complete tasks** | **After project work is completed** | | * Questioning student background knowledge * Pre-reading Vocabulary test * Classroom expectations rubric and unit grading worksheet | * Study guide questions * Class discussions * Mini-presentation notes * Outlines, and drafts * Peer-editing sheets | * Quiz on Acts (5 total) * Study Guide questions * Self-evaluation on research paper * Instructor evaluation on research paper * Final Julius Caesar test * Post reading Vocabulary test | | | | | | | | |
| **Assessment Summary** | | | | | | |
| **Before project work begins:**  Prior to the reading, students will be questioned about their knowledge (or lack thereof) pertaining to the Roman Empire that will facilitate the amount of coverage to be provided by the instructor. Students will be administered a pre-reading vocabulary test of terms that will be encountered in the play. Lastly, students will have an overview of grading and a breakdown of the rubrics used to score their grade for the entire unit.  **Students work on projects and complete tasks:**  Students will be responsible for participating in class discussions as well as questions posed in individual study guides. Additionally, students guides will be due after the completion of each Act read. Occasionally, students must take notes based upon mini-presentations of instructor that are required. When students are working on research papers, all notes, drafts, outlines and peer reviews must be turned in.  **After project work is completed:**  After each Act is completed, students will take a comprehension quiz as well as hand-in their study guides for that particular act. Upon finishing the reading, students will take a final test based upon the action and individual characters in the play. Students will be required to have a self-evaluation prior to handing in their final draft paper to the instructor for a grade. Research paper grades will be awarded to students based upon student evaluations, drafts, self-evaluation and rubric created by instructor. A final post-reading vocabulary test will be administered. | | | | | | |
| **Visual Ranking Elements** | | | | | | |
| **Visual Ranking Project Name: Julius Caesar Themes** | | | | | | |
|  | | | | | | |
| **Project Description** (For the *Visual Ranking* workspace) | | | | | | |
| Ranked list of the major themes related to the reading of Shakespeare's Julius Caesar | | | | | | |
| **Prompt** (For the *Visual Ranking* workspace) | | | | | | |
| Students must rank the following list items in what they think is the most important to the least important after reading Shakespeare's Julius Caesar. Double click to give a justification of why you ranked the list in the order that you did. | | | | | | |
| **Sorting List** (For the *Visual Ranking* workspace) | | | | | | |
| Ambition, Jealousy, Loyalty, Betrayal, Love of Country, Politics, The Great Chain of Being, Mob Mentality, Civil War, Fate and Roles of Women | | | | | | |
| **Practice Ranking** (For your future quick reference) | | | | | | |
| Teacher ID: treiter | | | | | | Password: |
| Practice Team ID 1: English 10 | | | | | | Password:reiter |
| Practice Team ID 2: | | | | | | Password: |
| **Seeing Reason Elements** (Complete this section if this tool will be used in the unit) | | | | | | |
| **Seeing Reason Project Name** : Character Motivations | | | | | | |
|  | | | | | | |
| **Project Description** (For the *Seeing Reason* workspace) | | | | | | |
| Brief overview of how character motivations (themes) lead to the death of Julius Caesar and plunging country into civil war | | | | | | |
| **Research Question** (For the *Seeing Reason* workspace) | | | | | | |
| Students should pick one character and demonstrate how when their motivations increase, they lead, ultimately, to civil war in Rome | | | | | | |
| **Practice Map** (For your future quick reference) | | | | | | |
| Practice Team ID:sophomores | | | | | | Password:reiter |
| untitled1 | | | | | | |
| **Unit Details** | | | | | | |
| **Prerequisite Skills** | | | | | | |
| Keyboarding skills, Library research skills, organizational skills, dictionary/thesaurus knowledge, Acceptable user policy signed and on file, and lastly, basic knowledge of roots, suffixes and prefixes | | | | | | |
| **Instructional Procedures** | | | | | | |
| **Week One (5-47 minute classes):**   * Questioning Students * Administer Pre-Vocabulary Test * Classroom Expectations and Grading Rubric * Start Act I reading * Act I discussion/study guide questions   **Week Two (5-47 minute classes):**   * Mini-Presentation on Universal Themes * Quiz on Act I (plot and characters) * Read Act II * Act II discussion/study guide questions   **Week Three (5-47 minute classes):**   * Mini-Presentation on Poetic Terms * Quiz on Act II (plot and characters) * Read Act III * Act III discussion/study guide questions   **Week Four (5-47 minute classes):**   * Mini-Presentation on Figurative Terms * Quiz on Act III (plotline and characters) * Start reading Act IV * Act IV discussion/study guide questions   **Week Five (5-47 minute classes):**   * Mini-Presentation on Character Motivations Paper expectations * Quiz on Act IV (plotline and characters) * Character choice, notes and outline w/thesis statement due * Start reading Act V * Answer Act V discussion/study guide questions * Peer evaluation   **Week Six (5-47 minute classes):**   * Quiz on Act V (plotline and characters) * Self-evaluation on research paper * Post-vocabulary test * Final Julius Caesar test * Instructor evaluation on research paper | | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | | |
|  | **Resource Student** | | * Modified tests (multiple choice versus open ended) * Grouping (when available) * Step sheets * Backward calendars * Substitutions of paper (based upon Gardner’s multiple intelligences) * Graphic novel type readings when available * Vocabulary definition accessibility | | | |
|  | **Nonnative English Speaker** | | * Access to dual-language dictionaries * Dual-language texts (where available) * Spoken presentation in lieu of research paper | | | |
|  | **Gifted Student** | | * Extra credit for translating parts of text to modern English for resource students * Heterogeneous groping so a variety of learning styles and abilities are represented in each group. | | | |
| **Materials and Resources Required For Unit** | | | | | | |

|  |  |
| --- | --- |
| **Printed Materials** | Study guides, Elements of Literature textbook, step sheets, backwards calendars, Act tests (5), peer evaluations, self-evaluations |
| **Supplies** | Dual-language dictionaries, Graphic Novels based upon Julius Caesar |
| **Technology -Hardware** | Computers, and Smartboards |
| **Technology -Software** | SmartBoard Presentations, Microsoft Word, Search Engines and Inspiration |
| **Internet Resources** | <http://www.classzone.com/novelguides/litcons/julius/guide.cfm>  <http://www.webenglishteacher.com/juliuscaesar.html>  <http://www.folger.edu/edulesplandtl.cfm?lpid=781>  <http://www.folger.edu/edulesplandtl.cfm?lpid=790>  <http://www.vocabulary.com/lists//23344>  <http://educate.intel.com/en/ProjectDesign/UnitPlanIndex/RomeoandJuliet/index.htm> |
| **Other Resources** | History/Social Studies Teachers  English teachers  School Librarian |

Copyright © 2008 Intel Corporation. All rights reserved. Intel, the Intel logo, Intel Education Initiative, and the Intel Teach Program are trademarks of Intel Corporation in the U.S. and other countries.

\*Other names and brands may be claimed as the property of others.